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ABSTRACT

The document consists of a 125-item evaluation instrument for use in assessing the overall plan and quality of programs in the area of serious emotional disturbance (SED) or behavior disorders. Questions are organized according to the following nine categories (based on identified components of a well-designed SED program): (1) respondent and program information; (2) program philosophy; (3) student needs and identification; (4) goals; (5) instructional methods and curriculum; (6) community involvement; (7) program design and operation; (8) exit procedures; and (9) evaluation. Rating scales are the predominant response format, but short answers and checklists are also used. An addendum provides information and background on the four major steps in development of the instruction: identifying components of a well-conceptualized SED program; developing specific items for the instrument; conducting a comprehensive field test; and revising the instrument based on input from field sites. The addendum also includes information on methods for determining the reliability of the instrument and tables outlining percentages of school districts providing specified services. (JW)

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National Needs Analysis Project:

Fostering Quality Program Planning and Design in the area of Serious Emotional Disturbance

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Program Inventory

EC191783

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PROGRAM INVENTORY

National Needs Analysis Project:

Fostering Quality Program Planning and Design

in the area of

Serious Emotional Disturbance

University of Missouri-Columbia
University of Oregon

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Respondent and Program Information

Respondent information:

1. Name _____

2. Address _____

   _____

   _____

3. Phone number _____

4. Name of the district or cooperative with which the BD/SED program* is affiliated. _____

   _____

5. Briefly describe your relationship to the BD/SED program under consideration. Include job title and number of years in this position. _____

   _____

   _____

   _____

   _____

   _____

6. How knowledgeable are you about this BD/SED program? Circle the appropriate response.

Not at all knowledgeable									Very Knowledgeable
0	1	2	3	4	5	6	7	8	9

*Program: The term program is broadly defined to refer to the entire array of services a local education agency or intermediate special education unit makes available to seriously emotionally disturbed children and youth. As used within the inventory, the term "program" assumes a district level connotation and does not refer to one type of service delivery model, e.g., a specific self-contained classroom, resource room, or self-contained day school.

7. In your opinion, to what degree <u>should</u> each of the following criteria be used to measure the success of a BD/SED program? Circle the appropriate response.

	Should never be used									Should always be used
(a) parent satisfaction	0	1	2	3	4	5	6	7	8	9
(b) student satisfaction	0	1	2	3	4	5	6	7	8	9
(c) student progress while in BD/SED program	0	1	2	3	4	5	6	7	8	9
(d) student completion of BD/SED program	0	1	2	3	4	5	6	7	8	9
(e) student success in regular education	0	1	2	3	4	5	6	7	8	9
(f) student graduation from high school	0	1	2	3	4	5	6	7	8	9
(g) student movement to less restrictive environment	0	1	2	3	4	5	6	7	8	9
(h) student post-program employment status	0	1	2	3	4	5	6	7	8	9
(i) post-program employer satisfaction	0	1	2	3	4	5	6	7	8	9
(j) recidivism	0	1	2	3	4	5	6	7	8	9
(k) student attendance while in BD/SED program	0	1	2	3	4	5	6	7	8	9
(l) student scores on competency tests	0	1	2	3	4	5	6	7	8	9
(m) other (specify) _____	0	1	2	3	4	5	6	7	8	9
_____	0	1	2	3	4	5	6	7	8	9

Program information:

1. Name of the county or counties in which the BD/SED program operates. ___

   _____

   _____

2. Indicate the approximate overall population of the county or counties in which the BD/SED program operates. Check the appropriate response.
   (a) under 25,000 _____
   (b) 25,001 - 50,000 _____
   (c) 50,001 - 100,000 _____
   (d) 100,001 - 200,000 _____
   (e) 200,001 - 500,000 _____
   (f) over 500,000 _____

3. Which of the following best describes the type of population served by your BD/SED program? Check the appropriate response.
   (a) metropolitan _____
   (b) non-metropolitan _____
   (c) don't know _____

4. Which of the following best describes the organizational structure of your BD/SED program? Check the appropriate response.
   (a) local education agency _____
   (b) intermediate educational unit _____
   (c) other (specify) _____

   _____

   _____

5. Indicate the approximate number of school-aged students in the district or area in which your BD/SED program is located. _____

6. Indicate the approximate number of BD/SED students served by your BD/SED program. _____

7. Of all the BD/SED students in your program, how many are served in segregated settings, i.e., separate public or private schools? _____

   _____

8. Which one of the following statements best describes the type of certification held by teachers in your BD/SED program? Check the appropriate response.
   (a) all teachers have full BD/SED certification _____
   (b) most teachers have full BD/SED certification, some are less than fully certified, i.e., temporary or emergency certification _____
   (c) most teachers are less than fully certified, some have full BD/SED certification _____
   (d) all teachers are less than fully certified _____

9. Which of the following types of service are provided by the BD/SED program at each level of schooling? Check all that apply

	Preschool	Elementary	Secondary	Young adult
(a) consultative	_____	_____	_____	_____
(b) itinerant	_____	_____	_____	_____
(c) resource room	_____	_____	_____	_____
(d) self-contained classroom	_____	_____	_____	_____
(e) alternative day school	_____	_____	_____	_____
(f) separate self-contained day school	_____	_____	_____	_____
(g) homebound teaching	_____	_____	_____	_____
(h) purchase of diagnostic service	_____	_____	_____	_____
(i) purchase of instructional service	_____	_____	_____	_____
(j) diagnostic placement (short-term IEP)	_____	_____	_____	_____
(k) other (specify) _____	_____	_____	_____	_____

10. Is each of the following services available to the BD/SED program either as part of the program itself or through contracted services? Check all that apply.

	Available as part of the BD/SED program	Contracted by the BD/SED program	Not available to the BD/SED program
(a) school guidance/ counseling services			
(b) speech therapy			
(c) language therapy			
(d) occupational therapy			
(e) music therapy			
(f) art therapy			
(g) therapeutic camping			
(h) recreational therapy			
(i) physical therapy			
(j) social work services			
(k) driver's education			
(l) adaptive physical education			
(m) job placement counseling			
(n) vocational counseling			
(o) school nursing services			
(p) community liaison services			
(q) psychiatric services			
(r) post-special education liaison services			
(s) other (specify)			
_____			
_____			

Program Philosophy

Program Philosophy. A program's philosophy provides a system for interpreting emotional disturbance or behavior disorders and guiding action to meet the educational needs of a population with this disability. It can be based upon one or many theories, beliefs, assumptions, or principles.

1. Is there a prevailing philosophy upon which your BD/SED program has been developed? Y__ N__

2. Briefly describe your program philosophy. _____

_____

_____

_____

_____

_____

_____

3. Is this philosophy available in written form? Y__ N__

4. Is there someone responsible for seeing that the program philosophy is implemented throughout all aspects of the BD/SED program? Y__ N__

5. Is there someone strongly committed to the philosophy who is responsible for seeing that the program philosophy is understood by your BD/SED program staff? Y__ N__
   If yes, what is this person's job title? _____

6. To what degree is each of the following theoretical orientations used by your BD/SED program? Circle the appropriate response.

	Not at all used	Used by some classrooms or caseload units	Used by most classrooms or caseload units	Used by all classrooms or caseload units
(a) psychodynamic	0	1	2	3
(b) psychoeducational	0	1	2	3
(c) behavioral	0	1	2	3
(d) sociological	0	1	2	3
(e) ecological	0	1	2	3
(f) biological/ biophysical	0	1	2	3
(g) humanistic	0	1	2	3
(h) eclectic	0	1	2	3
(i) other (specify) _____	0	1	2	3

7. To what degree does your program's philosophy influence each of the following aspects of the BD/SED program? Circle the appropriate response for each.

	Not at all influenced								Totally influenced
(a) program goals	0	1	2	3	4	5	6	7	8	9
(b) student goals	0	1	2	3	4	5	6	7	8	9
(c) student needs	0	1	2	3	4	5	6	7	8	9
(d) student identification	0	1	2	3	4	5	6	7	8	9
(e) curriculum	0	1	2	3	4	5	6	7	8	9
(f) materials	0	1	2	3	4	5	6	7	8	9
(g) instructional methods	0	1	2	3	4	5	6	7	8	9
(h) behavior interventions	0	1	2	3	4	5	6	7	8	9
(i) physical setting	0	1	2	3	4	5	6	7	8	9
(j) types of service available	0	1	2	3	4	5	6	7	8	9
(k) evaluation criteria	0	1	2	3	4	5	6	7	8	9
(l) evaluation procedures	0	1	2	3	4	5	6	7	8	9
(m) exit criteria	0	1	2	3	4	5	6	7	8	9
(n) staff development	0	1	2	3	4	5	6	7	8	9
(o) parental involvement	0	1	2	3	4	5	6	7	8	9
(p) involvement with regular education	0	1	2	3	4	5	6	7	8	9
(q) involvement with outside agencies (mental health, social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(r) legal mandates	0	1	2	3	4	5	6	7	8	9
(s) hiring of personnel	0	1	2	3	4	5	6	7	8	9
(t) local school district philosophy	0	1	2	3	4	5	6	7	8	9
(u) other (specify) _____	0	1	2	3	4	5	6	7	8	9

8. Listed below are groups of people who may be involved in a BD/SED program's philosophy. Based on your knowledge, rate each of the following groups of people as to their (a) involvement in developing the philosophy, (b) knowledge and understanding of the philosophy, and (c) the degree to which you feel they accept the philosophy. Use the following code to mark your responses.

1 = NOT AT ALL (involved in development/knowledgeable/accepting)
2 = SOMEWHAT (involved in development/knowledgeable/accepting)
3 = CONSIDERABLY (involved in development/knowledgeable/accepting)
4 = VERY (involved in development/knowledgeable/accepting)

For example, if BD/SED teachers were considerably involved in the development of the philosophy, mark "3" in the "development" column. If BD/SED teachers were very knowledgeable about the philosophy, mark "4" in the "knowledgeable" column. Finally, if BD/SED teachers were somewhat accepting of the philosophy, mark "2" in the "accepting" column.

Be sure to mark all three columns for each group of people listed.

		Philosophy	
	Involved in development	Knowledgeable	Accepting
(a) special education administrators	_____	_____	_____
(b) BD/SED teachers	_____	_____	_____
(c) other special education teachers	_____	_____	_____
(d) paraprofessionals (aides, bus drivers, etc.)	_____	_____	_____
(e) regular education administrators	_____	_____	_____
(f) regular education teachers	_____	_____	_____
(g) mental health professionals	_____	_____	_____
(h) outside agencies (social services, juvenile justice, etc.)	_____	_____	_____
(i) parents	_____	_____	_____
(j) students	_____	_____	_____
(k) state education agency	_____	_____	_____
(l) local board of education	_____	_____	_____
(m) other (specify) _____	_____	_____	_____

9. To what degree do you feel that your program's philosophy is flexible enough to accommodate many persons' points of view?

Not at all flexible								Extremely flexible
0	1	2	3	4	5	6	7	8	9

10. To what degree are you satisfied with the consistency with which the philosophy is implemented throughout your BD/SED program?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

11. In general, are you satisfied with your BD/SED program's philosophy?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Student Needs and Identification

Student Needs and Identification. Student needs refers to those characteristics of children the BD/SED program is meant to serve and how eligibility for the program is defined. Student identification refers to those procedures and policies related to the (a) referral and (b) assessment process.

1. Is there a written definition of the population appropriate for service in your BD/SED program? Y__ N__

2. Does your BD/SED program have a written set of eligibility criteria which operationalize the definition of the population served? Y__ N__

3. For both the definition of the population served and the eligibility criteria, indicate which of the following descriptions apply. Check all that apply.

	Definition	Eligibility
(a) identical to state education agency	_____	_____
(b) equivalent to state education agency but developed locally	_____	_____
(c) developed by program administrator	_____	_____
(d) developed by program representatives including teachers, supervisors, administrators, and support staff	_____	_____

4. Does your BD/SED program have a written set of referral procedures? Y__ N__

5. Which of the following types of information is specified as part of the referral process? Check all that apply.
   (a) referring person/agency _____
   (b) what actual steps must be taken in the referral process _____
   (c) who is responsible for intake _____
   (d) what data should be gathered as part of the referral process _____
   (e) other (specify) _____

6. Approximately what percent of the students referred to your BD/SED program are found eligible for services? _____%

7. How often does each of the following groups of people refer students to your BD/SED program? Circle the appropriate response for each.

	Never refer	Sometimes refer	Often refer	Frequently refer
(a) special education administrators	1	2	3	4
(b) other special education teachers	1	2	3	4
(c) regular education administrators	1	2	3	4
(d) regular education teachers	1	2	3	4
(e) mental health professionals	1	2	3	4
(f) outside agencies (social services, juvenile justice, etc.)	1	2	3	4
(g) pediatricians	1	2	3	4
(h) parents	1	2	3	4
(i) other (specify) _____	1	2	3	4

8. Does your BD/SED program have a written set of assessment procedures? Y__ N__

9. Which of the following types of information is specified as part of the assessment process? Check all that apply.
   (a) who is involved in the assessment process _____
   (b) what steps must be taken in the assessment process _____
   (c) what methods and instruments should be used in the assessment process _____
   (d) what areas are to be assessed, e.g., intelligence, social functioning, etc. _____
   (e) how long the assessment process should take _____
   (f) what rights and responsibilities parents have _____
   (g) other (specify) _____

10. Who among each of the following groups of people has an active role in assessment process? Check all that apply.
   (a) special education administrators _____
   (b) BD/SED teachers
   (c) other special education teachers
   (d) paraprofessionals (aides, bus drivers, etc.) _____
   (e) regular education administrators _____
   (f) regular education teachers _____
   (g) mental health professionals _____
   (h) outside agencies (social services, juvenile justice, etc.) _____
   (i) parents _____
   (j) students _____
   (k) students's peers _____
   (l) other (specify) _____

11. To what degree is each of the following groups of people involved in developing the (a) screening and referral, and (b) assessment procedures? Use the following code to mark your responses.

1 = NOT AT ALL (involved in development)

2 = SOMEWHAT (involved in development)

3 = CONSIDERABLY (involved in development)

4 = VERY (involved in development)

Be sure to mark both columns for each group of people listed.

	Screening/ Referral	Assessment
(a) special education administrators	_____	_____
(b) BD/SED teachers	_____	_____
(c) other special education teachers	_____	_____
(d) regular education administrators	_____	_____
(e) regular education teachers	_____	_____
(f) mental health professionals	_____	_____
(g) outside agencies (social services, juvenile justice, etc.)	_____	_____
(h) outside consultants	_____	_____
(i) parents	_____	_____
(j) state education agency	_____	_____
(k) other (specify) _____	_____	_____

12. Which of the following types of information are routinely collected as part of (a) screening and referral, and (b) assessment process? Check all that apply.

	Screening/ referral	Assessment
(a) family information		
(b) health information		
(c) past health history		
(d) academic strengths and weaknesses		
(e) current grade placement in relationship to chronological age		
(f) current behavioral functioning		
(g) emotional stability		
(h) perceptual motor performance		
(i) intellectual capacity		
(j) language		
(k) prior intervention strategies		
(l) other (specify) _____		

13. To what degree is each of the following sources of information used as part of the assessment process? Circle the appropriate response.

	Never used	Sometimes used	Often used	Always used
(a) standardized achievement tests	0	1	2	3
(b) intelligence tests	0	1	2	3
(c) criterion referenced tests	0	1	2	3
(d) vision tests	0	1	2	3
(e) hearing tests	0	1	2	3
(f) perceptual motor tests	0	1	2	3
(g) projective tests	0	1	2	3
(h) work samples	0	1	2	3
(i) language tests	0	1	2	3
(j) sociometrics	0	1	2	3
(k) informal (teacher made) tests	0	1	2	3
(l) parent interview	0	1	2	3
(m) student interview	0	1	2	3
(n) anecdotal records	0	1	2	3
(o) discipline reports	0	1	2	3
(p) direct observation	0	1	2	3
(q) behavioral check-lists or rating scales	0	1	2	3
(r) other (specify) _____	0	1	2	3

14. Are your BD/SED program's referral and assessment procedures communicated to each of the following groups of people? Check the appropriate response.

(a) special education administrators	Yes__	No__
(b) BD/SED teachers	Yes__	No__
(c) other special education teachers	Yes__	No__
(d) regular education administrators	Yes__	No__
(e) regular education teachers	Yes__	No__
(f) mental health professionals	Yes__	No__
(g) outside agencies (social services, juvenile justice, etc.)	Yes__	No__
(h) parents	Yes__	No__
(i) state education agency	Yes__	No__
(j) other (specify) _____	Yes__	No__

15. To what degree does each of the following factors influence the decision about whether a student is eligible for your BD/SED program? Circle the appropriate response.

	Not at all influential									Totally influential
(a) level of academic functioning	0	1	2	3	4	5	6	7	8	9
(b) level of behavioral functioning	0	1	2	3	4	5	6	7	8	9
(c) student's age	0	1	2	3	4	5	6	7	8	9
(d) discrepancy between student's behavior and normative standards	0	1	2	3	4	5	6	7	8	9
(e) prior intervention strategies	0	1	2	3	4	5	6	7	8	9
(f) likelihood of student progress	0	1	2	3	4	5	6	7	8	9
(g) medical diagnosis/ psychiatric labels	0	1	2	3	4	5	6	7	8	9
(h) types of service available	0	1	2	3	4	5	6	7	8	9
(i) other (specify) _____	0	1	2	3	4	5	6	7	8	9

16. To what degree is each of the following groups of people involved in the decision that a student is eligible for your BD/SED program? Circle the appropriate response.

	Not at all involved								Totally involved	
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) regular education administrators	0	1	2	3	4	5	6	7	8	9
(e) regular education teachers	0	1	2	3	4	5	6	7	8	9
(f) mental health professionals	0	1	2	3	4	5	6	7	8	9
(g) outside agencies (social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(h) parents	0	1	2	3	4	5	6	7	8	9
(i) students	0	1	2	3	4	5	6	7	8	9
(j) other (specify) _____	0	1	2	3	4	5	6	7	8	9

17. To what degree are you satisfied that the assessment procedures identify the population of students you mean to serve?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

18. To what degree are you satisfied with the utility of the assessment results for the purpose of developing student goals?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

19. In general, are you satisfied with your BD/SED program's identification and assessment procedures?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Goals

Goals. Goals refers to the general aims and purposes to be accomplished by your program. Goals may refer to two program aspects: (a) goals for the program itself, and (b) goals for students.

Goals for the Program:

1. Is there a set of written program goals which describe the aims and purposes of your BD/SED program? Y__ N__
   If you answered "No,", go to question number 5.

2. Are program goals operationalized by a set of policies and/or procedures? Y__ N__

3. Listed below are groups of people who may be involved with a BD/SED program's goals. Based on your knowledge, rate each of the following groups of people as to (a) their involvement in forming the program goals, and (b) their knowledge and understanding of the program's goals. Use the following code to mark your responses.

1 = NOT AT ALL (involved in forming/knowledgeable)

2 = SOMEWHAT (involved in forming/knowledgeable)

3 = CONSIDERABLY (involved in forming/knowledgeable)

4 = VERY (involved in forming/knowledgeable)

Be sure to mark both columns for each group of people listed.

	Program Goals	
	Involved in forming	Knowledgeable
(a) special education administrators	_____	_____
(b) BD/SED teachers	_____	_____
(c) other special education teachers	_____	_____
(d) paraprofessionals (aides, bus drivers, etc.)	_____	_____
(e) regular education administrators	_____	_____
(f) regular education teachers	_____	_____
(g) mental health professionals	_____	_____
(h) outside agencies (social services, juvenile justice, etc.)	_____	_____
(i) parents	_____	_____
(j) students	_____	_____
(k) state education agency	_____	_____
(l) local board of education	_____	_____
(m) other (specify) _____	_____	_____

4. In general, to what degree are you satisfied with your BD/SED program's goals?

Not at all satisfied									Completely satisfied
0	1	2	3	4	5	6	7	8	9

Goals for students:

5. To what degree are the following areas emphasized as goals for students in your BD/SED program? Circle the appropriate response.

	No emphasis				Some emphasis					Strong emphasis
(a) affective	0	1	2	3	4	5	6	7	8	9
(b) behavioral	0	1	2	3	4	5	6	7	8	9
(c) academic	0	1	2	3	4	5	6	7	8	9
(d) generalization	0	1	2	3	4	5	6	7	8	9
(e) vocational	0	1	2	3	4	5	6	7	8	9
(f) motor	0	1	2	3	4	5	6	7	8	9
(g) self-help	0	1	2	3	4	5	6	7	8	9
(h) communication/ language	0	1	2	3	4	5	6	7	8	9
(i) recreation/leisure	0	1	2	3	4	5	6	7	8	9
(j) survival	0	1	2	3	4	5	6	7	8	9
(k) social	0	1	2	3	4	5	6	7	8	9
(l) other (specify) _____	0	1	2	3	4	5	6	7	8	9

6. To what degree does each of the following characteristics describe your goals for students? Circle the appropriate response.

	Not at all descriptive									Perfectly descriptive
(a) specific/measurable	0	1	2	3	4	5	6	7	8	9
(b) individualized	0	1	2	3	4	5	6	7	8	9
(c) comprehensive	0	1	2	3	4	5	6	7	8	9
(d) qualitative	0	1	2	3	4	5	6	7	8	9
(e) developmental	0	1	2	3	4	5	6	7	8	9
(f) attainable	0	1	2	3	4	5	6	7	8	9
(g) long term	0	1	2	3	4	5	6	7	8	9
(h) short term	0	1	2	3	4	5	6	7	8	9
(i) other (specify) _____	0	1	2	3	4	5	6	7	8	9

7. To what degree is each of the following groups of people involved in (a) forming, and (b) implementing goals for students? Use the following code to mark your responses.

1 = NOT AT ALL (involved in forming/implementing)

2 = SOMEWHAT (involved in forming/implementing)

3 = CONSIDERABLY (involved in forming/implementing)

4 = VERY (involved in forming/implementing)

Be sure to mark both columns for each group of people listed.

	Goals for Students	
	Involved in forming	Involved in implementing
(a) special education administrators	_____	_____
(b) BD/SED teachers	_____	_____
(c) other special education teachers	_____	_____
(d) paraprofessionals (aides, bus drivers, etc.)	_____	_____
(e) regular education teachers	_____	_____
(f) mental health professionals	_____	_____
(g) outside agencies (social services, juvenile justice, etc.)	_____	_____
(h) outside consultants		
(i) parents	_____	_____
(j) students	_____	_____
(k) state education agency	_____	_____
(l) other (specify)		
_____	_____	_____
_____	_____	_____

8. Are student goals communicated with each of the following groups of people? Check the appropriate response.

(a) special education administrators	Yes__	No__
(b) BD/SED teachers	Yes__	No__
(c) other special education teachers	Yes__	No__
(d) paraprofessionals (aides, bus drivers, etc.)	Yes__	No__
(e) regular education administrators	Yes__	No__
(f) regular education teachers	Yes__	No__
(g) mental health professionals	Yes__	No__
(h) outside agencies (social services, juvenile justice, etc.)	Yes__	No__
(i) parents	Yes__	No__
(j) students	Yes__	No__
(k) other (specify) _____	Yes__	No__

9. Are the goals for individual students reviewed and/or revised? Y__ N__
If yes, how often are student goals reviewed and/or revised? Check the appropriate response.
(a) weekly _____
(b) monthly _____
(c) semi-annually _____
(d) annually _____
(e) other (specify) _____

10. In general, to what degree are you satisfied with your program's individual goals for students?

Not at all satisfied									Completely satisfied
0	1	2	3	4	5	6	7	8	9

Instructional Methods and Curriculum

Instructional Methods and Curriculum. Instructional methods and curriculum refers to the daily or short-term instructional practices used within a program. Included are (a) the subject matter, and (b) behavior intervention practices.

Subject matter:

1. Does your BD/SED program have a written curriculum for teachers to follow? Y__ N__

2. To what degree are the following people involved in the development of your BD/SED program's curriculum? Circle the appropriate response.

	Not at all involved									Totally involved
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) paraprofessionals (aides, bus drivers, etc.)	0	1	2	3	4	5	6	7	8	9
(e) regular education administrators	0	1	2	3	4	5	6	7	8	9
(f) regular education teachers	0	1	2	3	4	5	6	7	8	9
(g) mental health professionals	0	1	2	3	4	5	6	7	8	9
(h) outside consultants	0	1	2	3	4	5	6	7	8	9
(i) parents	0	1	2	3	4	5	6	7	8	9
(j) students	0	1	2	3	4	5	6	7	8	9
(k) state education agency	0	1	2	3	4	5	6	7	8	9
(l) other (specify) _____	0	1	2	3	4	5	6	7	8	9

3 To what degree are the following curriculum areas emphasized as part of classroom programming in your BD/SED program? Circle the appropriate response.

	No emphasis				Some emphasis					Strong emphasis
(a) affective skills	0	1	2	3	4	5	6	7	8	9
(b) behavioral skills	0	1	2	3	4	5	6	7	8	9
(c) academic skills	0	1	2	3	4	5	6	7	8	9
(d) vocational skills	0	1	2	3	4	5	6	7	8	9
(e) motor skills	0	1	2	3	4	5	6	7	8	9
(f) self-help skills	0	1	2	3	4	5	6	7	8	9
(g) communication/ language skills	0	1	2	3	4	5	6	7	8	9
(h) recreation/leisure skills	0	1	2	3	4	5	6	7	8	9
(i) survival skills	0	1	2	3	4	5	6	7	8	9
(j) social skills	0	1	2	3	4	5	6	7	8	9
(k) generalization skills	0	1	2	3	4	5	6	7	8	9
(l) other (specify) _____	0	1	2	3	4	5	6	7	8	9

4. Are specific curriculum areas written into the IEP as part of the educational plan? Y__ N__

5. To what degree does each of the following characteristics describe parts of your BD/SED program curriculum? Circle the appropriate response.

	Not at all descriptive									Perfectly descriptive
(a) remedial/tutorial	0	1	2	3	4	5	6	7	8	9
(b) compensatory	0	1	2	3	4	5	6	7	8	9
(c) diagnostic/ prescriptive	0	1	2	3	4	5	6	7	8	9
(d) individualized	0	1	2	3	4	5	6	7	8	9
(e) developmental	0	1	2	3	4	5	6	7	8	9
(f) computer-based	0	1	2	3	4	5	6	7	8	9
(g) teacher-developed	0	1	2	3	4	5	6	7	8	9
(h) commercially-packaged	0	1	2	3	4	5	6	7	8	9
(i) group-oriented	0	1	2	3	4	5	6	7	8	9
(j) research-supported	0	1	2	3	4	5	6	7	8	9
(k) aimed at generalization	0	1	2	3	4	5	6	7	8	9
(l) other (specify) _____	0	1	2	3	4	5	6	7	8	9

6. How often does your BD/SED program use each of the following mechanisms to involve regular education teachers in a BD/SED student's educational program? Circle the appropriate response.

	Never used									Always used
(a) communicates student progress	0	1	2	3	4	5	6	7	8	9
(b) shares academic curriculum	0	1	2	3	4	5	6	7	8	9
(c) modifies regular education curriculum	0	1	2	3	4	5	6	7	8	9
(d) shares behavioral interventions	0	1	2	3	4	5	6	7	8	9
(e) develops student's schedule	0	1	2	3	4	5	6	7	8	9
(f) other (specify) _____	0	1	2	3	4	5	6	7	8	9

7. By what means are changes in your BD/SED program's curriculum made? Check all that apply.
   (a) group decision making process (teachers, administrators, etc.) _____
   (b) administrative review _____
   (c) school board policy _____
   (d) state education agency plan _____
   (e) other (specify) _____

Behavior intervention practices:

8. To what degree is each of the following intervention strategies used in your BD/SED program? Circle the appropriate response.

	Not at all used	Used in some classrooms or caseload units	Used in most classrooms or caseload units	Used in all classrooms or caseload units
(a) psychotherapy	0	1	2	3
(b) counseling	0	1	2	3
(c) life space interviewing	0	1	2	3
(d) crisis management	0	1	2	3
(e) use of prescriptive drugs	0	1	2	3
(f) peer group processes	0	1	2	3
(g) generalization training	0	1	2	3
(h) environmental management	0	1	2	3
(i) managing surface behavior	0	1	2	3
(j) use of aversives	0	1	2	3
(k) suspension/expulsion	0	1	2	3
(l) positive reinforcement	0	1	2	3
(m) modeling	0	1	2	3
(n) physical restraint	0	1	2	3
(o) social skills training	0	1	2	3
(p) self-control strategies	0	1	2	3
(q) time out/quiet room	0	1	2	3
(r) other (specify) _____	0	1	2	3

9. Are intervention techniques written into the IEP as part of the educational plan? Y__ N__

10. To what degree are the curriculum and materials flexible enough to accommodate different learning and teaching modes?

Not at all flexible								Extremely flexible
0	1	2	3	4	5	6	7	8	9

11. In general, to what degree are you satisfied with the instructional methods and curriculum of your BD/SED program?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Community Involvement

Community Involvement. Community involvement concerns the nature and degree to which the special education program extends into and interacts with the community. The term is broadly defined to encompass parents, advocates, related professionals (i.e., businessmen, community leaders), and others who share an interest in the BD/SED program.

1. Does your BD/SED program have a written policy regarding community involvement? Y__ N__

2. To what degree does your BD/SED program use the services provided by each of the following agencies? Circle the appropriate response.

	Never used									Always used
(a) juvenile justice agencies	0	1	2	3	4	5	6	7	8	9
(b) social service agencies	0	1	2	3	4	5	6	7	8	9
(c) mental health agencies	0	1	2	3	4	5	6	7	8	9
(d) vocational-rehabilitation agencies	0	1	2	3	4	5	6	7	8	9
(e) private service providers	0	1	2	3	4	5	6	7	8	9
(f) other (specify) _____	0	1	2	3	4	5	6	7	8	9

3. Does your BD/SED program have formal contracts or joint agreements with community agencies? Y__ N__

4. Are there staff whose job descriptions specify they play a liaison role with the community? Y__ N__

5. To what degree does the local education agency actively encourage the development of community-based services for BD/SED students?

Not at all encouraged								Actively encouraged
0	1	2	3	4	5	6	7	8	9

6. How adequate is each of the following community-related variables in your BD/SED program? Circle the appropriate response.

	Completely inadequate									Completely adequate
(a) community awareness	0	1	2	3	4	5	6	7	8	9
(b) communication with other agencies providing service to your BD/SED program	0	1	2	3	4	5	6	7	8	9
(c) collaboration with other agencies in the provision of services to BD/SED children	0	1	2	3	4	5	6	7	8	9
(d) other (specify) _____	0	1	2	3	4	5	6	7	8	9

7. To what degree are the following community resources used by your BD/SED program? Circle the appropriate response.

	Never used									Always used
(a) interagency council	0	1	2	3	4	5	6	7	8	9
(b) parent advocacy groups	0	1	2	3	4	5	6	7	8	9
(c) presentations by speakers from the community	0	1	2	3	4	5	6	7	8	9
(d) equipment and/or supplies provided by local businesses	0	1	2	3	4	5	6	7	8	9
(e) on-the-job training (community job sites)	0	1	2	3	4	5	6	7	8	9
(f) other (specify) _____	0	1	2	3	4	5	6	7	8	9

8. How often does your BD/SED program use each of the following activities to involve parents? Circle the appropriate response.

	Never used									Always used
(a) informs parents of their child's progress	0	1	2	3	4	5	6	7	8	9
(b) invites parents to participate in IEP meetings	0	1	2	3	4	5	6	7	8	9
(c) provides parents with training in behavior management	0	1	2	3	4	5	6	7	8	9
(d) visits parents at home	0	1	2	3	4	5	6	7	8	9
(e) implements BD/SED curriculum at home	0	1	2	3	4	5	6	7	8	9
(f) involves parents in decision-making activities	0	1	2	3	4	5	6	7	8	9
(g) uses parent volunteers in the classroom	0	1	2	3	4	5	6	7	8	9
(h) encourages parents to participate in P.T.A./P.T.O.	0	1	2	3	4	5	6	7	8	9
(i) other (specify) _____	0	1	2	3	4	5	6	7	8	9

9. To what degree are you satisfied with the relationship between your BD/SED program and community agencies?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Program Design and Operation

Program Design and Operation. Program design involves the type of special education services provided to meet the needs of BD/SED students. Program operation refers to those procedures and policies external to the classroom that contribute to the efficient delivery of services.

1. Is there a set of written procedures specifying the steps for movement of BD/SED students between types of services? Y__ N__

2. To what degree is each of the following groups of people involved in the decision to place BD/SED students in a particular type of service? Circle the appropriate response.

	Not at all involved									Totally involved
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) regular education administrators	0	1	2	3	4	5	6	7	8	9
(e) regular education teachers	0	1	2	3	4	5	6	7	8	9
(f) mental health professionals	0	1	2	3	4	5	6	7	8	9
(g) outside agencies (social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(h) parents	0	1	2	3	4	5	6	7	8	9
(i) students	0	1	2	3	4	5	6	7	8	9
(j) state education agency	0	1	2	3	4	5	6	7	8	9
(k) other (specify) _____	0	1	2	3	4	5	6	7	8	9

3. To what degree is each of the following factors considered in the placement of a BD/SED student into a particular type of service within your BD/SED program? Circle the appropriate response.

	Not at all considered									Fully considered
(a) level of academic functioning	0	1	2	3	4	5	6	7	8	9
(b) level of behavioral functioning	0	1	2	3	4	5	6	7	8	9
(c) student's age	0	1	2	3	4	5	6	7	8	9
(d) results of prior intervention strategies	0	1	2	3	4	5	6	7	8	9
(e) handicapping condition	0	1	2	3	4	5	6	7	8	9
(f) least restrictive environment	0	1	2	3	4	5	6	7	8	9
(g) characteristics of other students in setting	0	1	2	3	4	5	6	7	8	9
(h) types of service available	0	1	2	3	4	5	6	7	8	9
(i) mental health services available	0	1	2	3	4	5	6	7	8	9
(j) medical diagnosis/ psychiatric label	0	1	2	3	4	5	6	7	8	9
(k) related services available	0	1	2	3	4	5	6	7	8	9
(l) quality of BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(m) transportation	0	1	2	3	4	5	6	7	8	9
(n) budgetary constraints	0	1	2	3	4	5	6	7	8	9
(o) other (specify) _____	0	1	2	3	4	5	6	7	8	9

4. How adequate is each of the following resources in your BD/SED program? Circle the appropriate response.

	Completely inadequate									Completely adequate
(a) physical facilities	0	1	2	3	4	5	6	7	8	9
(b) materials/supplies	0	1	2	3	4	5	6	7	8	9
(c) availability of mental health professionals	0	1	2	3	4	5	6	7	8	9
(d) availability of paraprofessionals	0	1	2	3	4	5	6	7	8	9
(e) availability of substitute teachers	0	1	2	3	4	5	6	7	8	9
(f) availability of consultative teachers	0	1	2	3	4	5	6	7	8	9
(g) transportation	0	1	2	3	4	5	6	7	8	9
(h) fiscal support-internal	0	1	2	3	4	5	6	7	8	9
(i) fiscal support-external	0	1	2	3	4	5	6	7	8	9
(j) pupil-teacher ratio	0	1	2	3	4	5	6	7	8	9
(k) supervision of BD/SED program	0	1	2	3	4	5	6	7	8	9
(l) administrative support	0	1	2	3	4	5	6	7	8	9
(m) staff development	0	1	2	3	4	5	6	7	8	9
(n) parental support	0	1	2	3	4	5	6	7	8	9
(o) other (specify) _____	0	1	2	3	4	5	6	7	8	9

5. As compared to other categories of special education service provided by your agency, rate your BD/SED program on the following. Circle the appropriate response.

	Worse than other services				Comparable				Better than other services
(a) physical facilities	0	1	2	3	4	5	6	7	8	9
(b) materials/supplies	0	1	2	3	4	5	6	7	8	9
(c) fiscal support-internal	0	1	2	3	4	5	6	7	8	9
(d) fiscal support-external	0	1	2	3	4	5	6	7	8	9
(e) number of support staff	0	1	2	3	4	5	6	7	8	9
(f) quality of teachers	0	1	2	3	4	5	6	7	8	9
(g) supervision of program	0	1	2	3	4	5	6	7	8	9
(h) administrative support	0	1	2	3	4	5	6	7	8	9
(i) staff development	0	1	2	3	4	5	6	7	8	9
(j) other (specify) _____	0	1	2	3	4	5	6	7	8	9

6. How important is each of the following resources to your BD/SED program? Circle the appropriate response.

	Not at all important									Extremely important
(a) physical facilities	0	1	2	3	4	5	6	7	8	9
(b) materials/supplies	0	1	2	3	4	5	6	7	8	9
(c) availability of mental health professionals	0	1	2	3	4	5	6	7	8	9
(d) availability of paraprofessionals	0	1	2	3	4	5	6	7	8	9
(e) availability of substitute teachers	0	1	2	3	4	5	6	7	8	9
(f) transportation	0	1	2	3	4	5	6	7	8	9
(g) fiscal support-internal	0	1	2	3	4	5	6	7	8	9
(h) fiscal support-external	0	1	2	3	4	5	6	7	8	9
(i) number of BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(j) quality of BD/SED personnel	0	1	2	3	4	5	6	7	8	9
(k) supervision of BD/SED program	0	1	2	3	4	5	6	7	8	9
(l) administrative support	0	1	2	3	4	5	6	7	8	9
(m) parental support	0	1	2	3	4	5	6	7	8	9
(n) staff development	0	1	2	3	4	5	6	7	8	9
(o) other (specify) _____	0	1	2	3	4	5	6	7	8	9

7. Which of the following types of specialized materials are available in adequate supply in your BD/SED program? Check all that apply.

(a) high interest/low vocabulary texts _____
(b) social skills training materials _____
(c) audio-visual equipment _____
(d) multi-media curriculum packages _____
(e) computers _____
(f) other (specify) _____

8. How often is each of the following mechanisms used to familiarize appropriate persons with information concerning your BD/SED program? Circle the appropriate response.

	Not at all used	Weekly	Monthly	Semi-Annually	Annually
(a) program manual or handbook	0	1	2	3	4
(b) staff meetings	0	1	2	3	4
(c) IEP meetings	0	1	2	3	4
(d) meetings with outside agencies (mental health, social services, etc.)	0	1	2	3	4
(e) parent meetings (P.T.A., P.T.O.)	0	1	2	3	4
(f) written communications (letters, memoranda)	0	1	2	3	4
(g) informal conversation	0	1	2	3	4
(h) other (specify) _____	0	1	2	3	4

9. To what degree does each of the following factors influence changes that occur in your BD/SED program? Circle the appropriate response.

	Not at all influenced								Totally influenced	
(a) student needs	0	1	2	3	4	5	6	7	8	9
(b) parent advocacy groups	0	1	2	3	4	5	6	7	8	9
(c) individual parent demands	0	1	2	3	4	5	6	7	8	9
(d) teacher demands	0	1	2	3	4	5	6	7	8	9
(e) teacher evaluation	0	1	2	3	4	5	6	7	8	9
(f) committee recommendations	0	1	2	3	4	5	6	7	8	9
(g) physical facilities	0	1	2	3	4	5	6	7	8	9
(h) transportation arrangements	0	1	2	3	4	5	6	7	8	9
(i) regular education practices	0	1	2	3	4	5	6	7	8	9
(j) state education agency	0	1	2	3	4	5	6	7	8	9
(k) federal government	0	1	2	3	4	5	6	7	8	9
(l) professional literature	0	1	2	3	4	5	6	7	8	9
(m) routine program evaluation	0	1	2	3	4	5	6	7	8	9
(n) budgetary constraints	0	1	2	3	4	5	6	7	8	9
(o) other (specify) _____	0	1	2	3	4	5	6	7	8	9

10. To what degree are BD/SED teachers encouraged to participate in the following activities? Circle the appropriate response.

	Not at all encouraged								Actively encouraged	
(a) staff development	0	1	2	3	4	5	6	7	8	9
(b) research to determine efficiency of program components	0	1	2	3	4	5	6	7	8	9
(c) pilot programs	0	1	2	3	4	5	6	7	8	9
(d) professional conferences	0	1	2	3	4	5	6	7	8	9
(e) professional organizations	0	1	2	3	4	5	6	7	8	9
(f) renewal and/or upgrading of certification	0	1	2	3	4	5	6	7	8	9
(g) informal teacher support groups	0	1	2	3	4	5	6	7	8	9
(h) supervision of extra-curricular activities	0	1	2	3	4	5	6	7	8	9
(i) other (specify) _____	0	1	2	3	4	5	6	7	8	9

11. Are your BD/SED teachers provided release time to attend professional conferences? Y__ N__ Sometimes__

12. Are your BD/SED teachers granted financial assistance to attend professional conferences? Y__ N__ Sometimes__

13. To what degree is each of the following groups of people provided in-service specifically related to your BD/SED program? Circle the appropriate response.

	Never provided									Always provided
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) paraprofessionals (aides, bus drivers, etc.)	0	1	2	3	4	5	6	7	8	9
(e) regular education administrators	0	1	2	3	4	5	6	7	8	9
(f) regular education teachers	0	1	2	3	4	5	6	7	8	9
(g) mental health professionals	0	1	2	3	4	5	6	7	8	9
(h) outside agencies (social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(i) parents	0	1	2	3	4	5	6	7	8	9
(j) other (specify) _____	0	1	2	3	4	5	6	7	8	9

14. Does your BD/SED program have a staff development program? Y__ N__
If yes, to what degree does each of the following characteristics describe your BD/SED program's staff development program? Circle the appropriate response.

	Not at all descriptive									Perfectly descriptive
(a) teacher generated topics	0	1	2	3	4	5	6	7	8	9
(b) administrator generated topics	0	1	2	3	4	5	6	7	8	9
(c) conducted frequently	0	1	2	3	4	5	6	7	8	9
(d) relevant to teacher needs	0	1	2	3	4	5	6	7	8	9
(e) systematically evaluated	0	1	2	3	4	5	6	7	8	9
(f) varied in format	0	1	2	3	4	5	6	7	8	9
(g) conducted by university personnel	0	1	2	3	4	5	6	7	8	9
(h) other (specify) _____	0	1	2	3	4	5	6	7	8	9

15. To what degree are the following decisions concerning your BD/SED program made by regular education administrators? Circle the appropriate response.

	Decisions not made at all by administrators									Decisions always made by administrators
(a) locations of BD/SED program	0	1	2	3	4	5	6	7	8	9
(b) hiring of BD/SED staff	0	1	2	3	4	5	6	7	8	9
(c) suspension of BD/SED students	0	1	2	3	4	5	6	7	8	9
(d) development of BD/SED budget	0	1	2	3	4	5	6	7	8	9
(e) placement of BD/SED students	0	1	2	3	4	5	6	7	8	9
(f) timing of BD/SED student's integration	0	1	2	3	4	5	6	7	8	9
(g) integration sites	0	1	2	3	4	5	6	7	8	9
(h) other (specify) _____	0	1	2	3	4	5	6	7	8	9

16. Which of the following characteristics describe the transportation arrangements for your BD/SED students? Check all that apply
    (a) mainstreamed with nonhandicapped students _____
    (b) transported with special education students _____
    (c) transported with other BD/SED students _____
    (d) public transportation used _____
    (e) parent provided _____
    (f) taxi used _____
    (g) other (specify) _____

17. Is there a person who assumes the role of advocate for the provision of services for your BD/SED students? Y__ N__

18. Is there an individual assigned to assure that BD/SED student and parent rights are protected? Y__ N__

19. To what degree is your BD/SED program's design adaptable to meet the needs of individual students?

Not at all adaptable								Extremely adaptable
0	1	2	3	4	5	6	7	8	9

20. To what degree are you satisfied with your program's procedures for movement of BD/SED students between types of service?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

21. To what degree do you feel there are sufficient service options within your BD/SED program to accommodate the varying needs of students?

Options not at all sufficient								Options totally sufficient
0	1	2	3	4	5	6	7	8	9

22. In general, to what degree are you satisfied with your program's overall design and operations?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Exit Procedures

Exit Procedures. Exit procedures refers to those policies or procedures used to determine at what point a child is no longer in need of special education services. The existence of exit criteria insures due process for the child and allows new environments to be prepared for him/her upon leaving the special setting.

1. Does your BD/SED program have a written set of exit procedures? Y__ N__
   If you answered "no", go to question number 4.

2. Which of the following types of information is specified as part of your BD/SED program's exit procedures? Check all that apply.
   (a) what actual steps must be taken in the exit process _____
   (b) criteria against which to measure readiness for exit _____
   (c) systematic steps for integration into regular education _____
   (d) who is responsible for making the exit decision _____
   (e) who is responsible for providing support during transition _____
   (f) what actual steps must be taken for monitoring and follow-up _____
   (g) who is responsible for conducting follow-up _____
   (h) other (specify) _____

3. To what degree are your BD/SED program's exit criteria stated in subjective or objective terms?

Highly subjective								Highly objective
0	1	2	3	4	5	6	7	8	9

4. Does your BD/SED program have a policy regarding student's length of stay in the program? Y__ N__
   If yes, briefly state your policy. _____

   _____

   _____

   _____

   _____

5. Are the plans for integration of BD/SED students into regular education program addressed in the Individualized Educational Plan (IEP)? Y__ N__

6. Approximately what percent of your students exit from the BD/SED program each year? _____%

7. Based on your knowledge, rate each of the following groups of people as to (a) their involvement in developing the exit procedures, and (b) their knowledge and understanding of the program's exit procedures. Use the following code to mark your responses.

1 = NOT AT ALL (involved in development/knowledgeable)

2 = SOMEWHAT (involved in development/knowledgeable)

3 = CONSIDERABLY (involved in development/knowledgeable)

4 = VERY (involved in development/knowledgeable)

Be sure to mark both columns for each group of people listed.

	Exit Procedures	
	Involved in development	Knowledgeable
(a) special education administrators	_____	_____
(b) BD/SED teachers	_____	_____
(c) other special education teachers	_____	_____
(d) regular education administrators	_____	_____
(e) regular education teachers	_____	_____
(f) mental health professionals	_____	_____
(g) outside agencies (social services, juvenile justice, etc.)	_____	_____
(h) parents	_____	_____
(i) students	_____	_____
(j) state education agency	_____	_____
(k) other (specify) _____	_____	_____

8. To what degree is each of the following factors considered in the decision to allow a student to exit from your BD/SED program? Circle the appropriate response.

	Not at all considered									Fully considered
(a) documentation of change in student's behavior	0	1	2	3	4	5	6	7	8	9
(b) documentation of academic progress	0	1	2	3	4	5	6	7	8	9
(c) positive change in home environment	0	1	2	3	4	5	6	7	8	9
(d) parental pressure	0	1	2	3	4	5	6	7	8	9
(e) budgetary constraints	0	1	2	3	4	5	6	7	8	9
(f) inadequate services	0	1	2	3	4	5	6	7	8	9
(g) lack of academic progress	0	1	2	3	4	5	6	7	8	9
(h) lack of behavioral progress	0	1	2	3	4	5	6	7	8	9
(i) availability of related services	0	1	2	3	4	5	6	7	8	9
(j) readiness of regular education environment	0	1	2	3	4	5	6	7	8	9
(k) student's perceptions of readiness	0	1	2	3	4	5	6	7	8	9
(l) ability to generalize behaviors to other settings	0	1	2	3	4	5	6	7	8	9
(m) other (specify) _____	0	1	2	3	4	5	6	7	8	9

9. To what degree is each of the following groups of people involved in the decision-making process concerning the exit of a student from your BD/SED program? Circle the appropriate response.

	Not at all involved								Totally involved	
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) paraprofessionals (aides, bus drivers, etc.)	0	1	2	3	4	5	6	7	8	9
(e) regular education administrators	0	1	2	3	4	5	6	7	8	9
(f) regular education teachers	0	1	2	3	4	5	6	7	8	9
(g) mental health professionals	0	1	2	3	4	5	6	7	8	9
(h) outside agencies (social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(i) parents	0	1	2	3	4	5	6	7	8	9
(j) students	0	1	2	3	4	5	6	7	8	9
(k) other (specify) _____	0	1	2	3	4	5	6	7	8	9

10. To what degree are you satisfied with the consistency with which the exit procedures are implemented?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

11. To what degree are you satisfied with the number of BD/SED students who exit from your program?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

12. In general, to what degree are you satisfied with your BD/SED program's exit criteria?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

13. In general, to what degree are you satisfied with your BD/SED program's exit procedures?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

Evaluation

Evaluation. Evaluation refers to the on-going process of monitoring and documenting a program's progress toward its stated goals. Evaluation involves assessing student progress and appraising other program components (including personnel).

1. Is there a written plan for evaluating your BD/SED program? Y__ N__

2. To what degree is each of the following groups of people involved in developing the evaluation plan? Circle the appropriate response.

	Not at all involved									Totally involved
(a) special education administrators	0	1	2	3	4	5	6	7	8	9
(b) BD/SED teachers	0	1	2	3	4	5	6	7	8	9
(c) other special education teachers	0	1	2	3	4	5	6	7	8	9
(d) regular education administrators	0	1	2	3	4	5	6	7	8	9
(e) regular education teachers	0	1	2	3	4	5	6	7	8	9
(f) mental health professionals	0	1	2	3	4	5	6	7	8	9
(g) local school board	0	1	2	3	4	5	6	7	8	9
(h) parents	0	1	2	3	4	5	6	7	8	9
(i) students	0	1	2	3	4	5	6	7	8	9
(j) state education agency	0	1	2	3	4	5	6	7	8	9
(k) other (specify) _____	0	1	2	3	4	5	6	7	8	9

3. Are adequate resources available to conduct program evaluation? Y__ N__

4. To what degree is each of the following aspects of your BD/SED program a <u>focus</u> of the evaluation effort? Circle the appropriate response.

	Not at all a focus									A major focus
(a) program philosophy	0	1	2	3	4	5	6	7	8	9
(b) program goals	0	1	2	3	4	5	6	7	8	9
(c) student goals	0	1	2	3	4	5	6	7	8	9
(d) student needs	0	1	2	3	4	5	6	7	8	9
(e) student identification	0	1	2	3	4	5	6	7	8	9
(f) student progress	0	1	2	3	4	5	6	7	8	9
(g) BD/SED staff	0	1	2	3	4	5	6	7	8	9
(h) student follow-up	0	1	2	3	4	5	6	7	8	9
(i) curriculum	0	1	2	3	4	5	6	7	8	9
(j) materials	0	1	2	3	4	5	6	7	8	9
(k) instructional methods	0	1	2	3	4	5	6	7	8	9
(l) behavior interventions	0	1	2	3	4	5	6	7	8	9
(m) physical setting	0	1	2	3	4	5	6	7	8	9
(n) types of service available	0	1	2	3	4	5	6	7	8	9
(o) evaluation criteria	0	1	2	3	4	5	6	7	8	9
(p) evaluation procedures	0	1	2	3	4	5	6	7	8	9
(q) exit procedures	0	1	2	3	4	5	6	7	8	9
(r) staff development	0	1	2	3	4	5	6	7	8	9
(s) parental involvement	0	1	2	3	4	5	6	7	8	9
(t) involvement with regular education	0	1	2	3	4	5	6	7	8	9
(u) involvement with outside agencies (mental health, social services, juvenile justice, etc.)	0	1	2	3	4	5	6	7	8	9
(v) related services	0	1	2	3	4	5	6	7	8	9
(w) hiring of personnel	0	1	2	3	4	5	6	7	8	9
(x) other (specify) _____	0	1	2	3	4	5	6	7	8	9

5. To what degree is each of the following sources of information used as part of your BD/SED program's evaluation process? Circle the appropriate response.

	Never used									Always used
(a) interviews	0	1	2	3	4	5	6	7	8	9
(b) questionnaire/ surveys	0	1	2	3	4	5	6	7	8	9
(c) standardized tests	0	1	2	3	4	5	6	7	8	9
(d) criterion referenced tests	0	1	2	3	4	5	6	7	8	9
(e) anecdotal records	0	1	2	3	4	5	6	7	8	9
(f) IEP, lesson plan	0	1	2	3	4	5	6	7	8	9
(g) direct observation	0	1	2	3	4	5	6	7	8	9
(h) perusal of written policy manuals	0	1	2	3	4	5	6	7	8	9
(i) individual consultation with teachers and staff	0	1	2	3	4	5	6	7	8	9
(j) group meetings with BD/SED staff	0	1	2	3	4	5	6	7	8	9
(k) other (specify) _____	0	1	2	3	4	5	6	7	8	9

6. Are the results of your evaluation process available in a format that is useful for program change? Y__ N__

7. To what degree do recommendations to BD/SED teachers and staff, based on evaluation information, result in observable changes in staff performance?

Evaluations result in no changes								Evaluations result in substantial changes	
0	1	2	3	4	5	6	7	8	9

8. How important is each of the following criteria in measuring the success of your BD/SED program? Circle the appropriate response.

	Not at all important									Extremely important
(a) parental satisfaction	0	1	2	3	4	5	6	7	8	9
(b) student satisfaction	0	1	2	3	4	5	6	7	8	9
(c) student progress while in BD/SED program	0	1	2	3	4	5	6	7	8	9
(d) student completion of BD/SED program	0	1	2	3	4	5	6	7	8	9
(e) student success in regular education	0	1	2	3	4	5	6	7	8	9
(f) student graduation from high school	0	1	2	3	4	5	6	7	8	9
(g) student movement to less restrictive type of service	0	1	2	3	4	5	6	7	8	9
(h) student post-program employment status	0	1	2	3	4	5	6	7	8	9
(i) post-program employer satisfaction	0	1	2	3	4	5	6	7	8	9
(j) student recidivism	0	1	2	3	4	5	6	7	8	9
(k) other (specify) _____	0	1	2	3	4	5	6	7	8	9

9. How often is each of the following program components reviewed and revised? Check the appropriate response.

	Not routinely reviewed and revised	Monthly	Semi-annually	Annually	Other
(a) program philosophy	0	1	2	3	____
(b) program goals	0	1	2	3	____
(c) student identification procedures	0	1	2	3	____
(d) student goals	0	1	2	3	____
(e) curriculum and instructional methods	0	1	2	3	____
(f) exit procedures	0	1	2	3	____
(g) program design	0	1	2	3	____
(h) program evaluation procedures	0	1	2	3	____

To what degree are you satisfied with the frequency with which these program components are reviewed and revised? Circle the appropriate response.

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

10. To what degree are you satisfied with your BD/SED program's evaluation criteria?

Not at all satisfied								Completely satisfied
0	1	2	3	4	5	6	7	8	9

11. In your opinion, what are the unique aspects of your BD/SED program that contribute to its effectiveness? _____

_____

_____

_____

_____

12. List briefly, specific areas of strength within your BD/SED program.

_____

_____

_____

_____

13. Briefly discuss areas where efforts could be made to improve the quality of your BD/SED program. _____

_____

_____

_____

_____

Thank you for your cooperation in this research effort.

Program Inventory

The Program Inventory is a 125 item evaluation instrument to be used by program administrators in assessing the overall plan and quality of their BD/SED programs. It represents the collective effort of project staff and a panel of ten professionals in special education to develop a comprehensive program evaluation instrument. The Program Inventory, while lengthy, is divided into nine separate categories meant to differentiate among programs. Preceding each section of the inventory is a brief description of each of these categories. The nine categories are:

1) Respondent and program information
2) Program philosophy
3) Student needs and identification
4) Goals
5) Instructional methods and curriculum
6) Community involvement
7) Program design and operation
8) Exit procedures
9) Evaluation

Most of the terms used in the inventory are familiar to professionals in the field of special education. However, to add clarity definitions of a few key terms follow:

Program: The term program is broadly defined to refer to the entire array of services a local education agency or intermediate special education unit makes available to seriously emotionally disturbed children and youth. As used within the inventory, the term "program" assumes a district level connotation and does not refer to one type of service delivery model, e.g., a specific self-contained classroom, resource room, or self-contained day school.

Serious emotional disturbance: The term serious emotional disturbance refers to those students who are eligible to receive mandated special education services as outlined in the provisions of Public Law 94-142. The serious emotionally disturbed population bears different labels depending on the state in which the service is provided. Therefore, such terms as behavior disorders, behaviorally impaired, emotionally impaired, emotionally handicapped and socially and emotionally maladjusted are judged to be equivalent to the term serious emotional disturbance.

Evaluation criteria: Evaluation criteria refer to the standards against which the performance of students, teachers, administrators, program components, or the overall educational program is judged.

Evaluation procedures: Evaluation procedures refer to the particular processes or courses of action used in judging the program against the evaluation criteria. These may include (a) written provisions, policies, and (b) informal methods of program appraisal.

Types of service: Types of service refer to the different service delivery models generally used within the field of special education, e.g., itinerant, resource room, self-contained classroom. The term "types of service" is often referred to as "level of service," or the "cascade of services."

Exit procedures: Exit procedures refer to those provisions or courses of action which guide the decision that a BD/SED student is no longer handicapped. Exit denotes a child's movement away from or out of, special education services altogether. The student is no longer handicapped, or is now considered non-handicapped.

Integration: Integration refers to provisions or courses of action which direct the movement of BD/SED students between one type of special education service delivery model and another. The term "integration" may describe movement in two directions, (a) towards a more restrictive type of service, or (b) to a less restrictive type of service, including the "mainstream" with special education service provided.

Placement: Placement refers to the provisions or courses of action leading to the decision to serve a BD/SED student in a particular type of special education service delivery model.

Other special education teachers: The term other special education teachers refers to teacher level personnel who provide service in conjunction with, or as a support to the BD/SED teacher. Included in this group of people are teachers of the learning disabled, mentally handicapped, speech and language impaired, adaptive physical education teachers, occupational therapists, etc.

DEVELOPMENT OF THE PROGRAM INVENTORY

The development of the Program Inventory grew out of the need for a soundly constructed instrument for assessing the plan and quality of programs in the area of SED. The process essentially involved four major steps: (1) identifying the elements or components of a well-conceptualized program in SED, (2) developing the specific items for the Program Inventory, (3) conducting a comprehensive field test of the Program Inventory, and (4) revising the Program Inventory based on input from the field sites. Each of these steps is briefly described below.

Identifying Components of a Well-Conceptualized Program in SED

In order to provide a framework upon which to build the evaluation instrument, the first task was to identify the elements which professionals in the field considered essential to a well-conceptualized program in serious emotional disturbance. To accomplish this objective, project staff sought answers from (a) the literature, and (b) recognized experts and practicing professionals in the field.

A review of the literature specific to program evaluation in SED had revealed two possible program evaluation models, McCauley (1977) and the Johnson-Gadberry Cognitive Roadmap (1981). Both models were considered in the identification of those elements which are essential to a well-designed SED program.

The next step was to verify and expand upon those components through consultation with a panel of professionals in the field of SED. Ten professionals representing local school districts, private service providers, state education agencies, and institutions of higher education were selected to serve as project consultants. Project staff utilized two methods to tap the consultants' perceptions of elements considered to be essential to well-conceptualized programs in SED. These mechanisms included: (1) structured, tape-recorded telephone interviews, and (2) a modified Delphi technique to reach consensus regarding the essential program or elements/components.

Responses from the panel of professionals were compared with the two program evaluation models previously examined as part of the literature review. A synthesis of the consultants' perceptions and those offered in the literature on program evaluation was then presented to each of the professionals. Only those components that received 90% or better ratings of agreement were included as components thought to be essential to an "ideal" or well-conceptualized SED program.

As a result of these processes eight components were delineated and agreed upon by the panel of consultants. These components became the framework around which the content of the Program Inventory was developed. Table 1 presents the eight essential components of a well-conceptualized program in SED.

TABLE 1

EIGHT ESSENTIAL COMPONENTS OF A WELL-CONCEPTUALIZED SED PROGRAM

Philosophy

Student Needs and Identification

Goals

Instructional Methods and Curriculum

Community Involvement

Program Design and Operation

Exit Procedures

Evaluation

The definition and scope of each component as used within the Program Inventory follows:

1. Program Philosophy A program's philosophy provides a system for interpreting emotional disturbance or behavior disorders and guiding action to meet the educational needs of a population with this disability. It can be based upon one or many theories, beliefs, assumptions or principles.

2. Student Needs and Identification Student needs refers to those characteristics of children the SED program is meant to serve, and how eligibility for the program is defined. Student identification refers to those procedures and policies related to the referral and assessment processes.

3. Goals Goals refer to the general aims and purposes to be accomplished by the program. Goals may refer to two program aspects: (a) goals for the program itself, and (b) goals for students.

4. Instructional Methods and Curriculum Instructional methods and curriculum refer to the daily or short-term instructional practices used within a program. Included are: (a) the subject matter, and (b) behavior intervention practices.

5. Community Involvement Community involvement concerns the nature and degree to which the special education program extends into and interacts with the community. The term is broadly defined to encompass parents,

advocates, related professionals (i.e., business people, community leaders) and others who share an interest in the SED program.

6. Program Design and Operation Program design involves the type of special education service provided to meet the needs of SED students. Program operations refer to those procedures and policies external to the classroom that contribute to the delivery of service.

7. Exit Procedures Exit procedures refer to those policies or procedures used to determine at what point a child is no longer in need of special education services. The existence of exit criteria insures due process for the child and allows new environments to be prepared for him or her upon leaving the special setting.

8. Evaluation Procedures Evaluation refers to the ongoing process of monitoring and documenting a program's progress towards its stated goals. Evaluation involves assessing students' progress, personnel, and other program components.

Developing Items for the Program Inventory

Once the categories that represented the essential components of a well-designed SED program were established, project staff began work on developing the specific items constituting the Program Inventory. Again, project staff utilized two methods to generate the content of the Program Inventory: (a) consultant input, and (b) project staff input. These two approaches proceeded in parallel fashion, i.e., consultant input was being sought while project staff was independently generating possible content.

Upon receipt of this information from the consultants, project staff began compiling and analyzing the results. This process involved combining the suggested content questions from all consultants with those of project staff into master lists organized according to category, and evaluating all questions in terms of clarity, relevance and frequency of occurrence. This resulted in an initial draft of the Program Inventory which was again scrutinized for consistency of question formats and response forms. Deletion of obviously overlapping content was also completed.

With this first draft completed, the Program Inventory was mailed to the ten consultants for their reactions. Consultants were asked to review the entire Program Inventory for clarity. In addition, consultants were asked to rate each item using a scale of 0 to 9 (0=totally unimportant, 9=totally important) in terms of relevance for inclusion in the final draft of the Program Inventory. In addition, the initial draft of the Program Inventory was sent to an independent consultant for reaction and input concerning the scaling of the instrument.

Reaction by the panel of professionals and by the independent consultant was used to make the final revisions which involved rewording of specific item stems and descriptors, and deletion of questions with ratings lower than 7.5, using the 0-9 scale described earlier. Last of all, project staff worked to finalize the scaling of the individual items. The Program Inventory was ready for field testing.

Conducting a Comprehensive Field Testing of the Program Inventory

Field testing of the Program Inventory began in April 1985 and continued through December 1985. One hundred ninety-two school districts within 27 states agreed to participate as field sites. The resulting sample of districts is apportioned in each of the nine geographical areas of the United States as designated by the U.S. Bureau of Census (1982). Table 2 presents the geographical distribution of field sites.

TABLE 2

GEOGRAPHICAL DISTRIBUTION OF FIELD SITES

Region	Number of Districts Surveyed	Number of Districts Returning Program Inventory
Northeast	17	11
Mid-Atlantic	13	10
EN Central	48	36
WN Central	33	27
S Atlantic	20	14
ES Central	10	5
WS Central	13	9
Mountain	21	18
Pacific	17	15
Totals	192	145

Districts within each state were selected with the assistance of state education agency personnel who randomly selected a predetermined number (based on the population density of the geographical region) of public school districts having SED programs. A total of 145 districts have completed and returned the Program Inventory. This represents 76% of the total sample.

Districts in the sample represent both small (350 total school population) and large (95,000 total school population, M = 13,771), serving from three to 1,200 SED students (M = 125). Furthermore, districts in the sample represent both rural (66%) and urban centers (34%) and use varying special education organizational structures: 75% classified as local

education agencies (LEA) and 25% classified as intermediate units (IEU) or area cooperatives.

This large sample of sites allowed the project to field test the Program Inventory within a wide number school districts representing a diversity of program designs. This is an important consideration if the Program Inventory is to be useful to school districts of all sizes and organizational structures. Tables 3-7 presented at the end of this section, summarize the nature of special education and related services provided to SED students in the school districts participating in this investigation.

Revising the Program Inventory Based on Reaction from Field Test Sites

Based on the responses from our field test sites, final revisions in the wording of specific item stems and descriptors were made. The final version of the Program Inventory contains 125 items meant to verify the existence and pervasiveness of each of the eight essential components of well-designed SED programs. Table 8 presents the number of items for each of the eight components plus one additional category focusing on demographic information. The Program Inventory represents the collective effort of project staff and our panel of professionals in SED to develop a comprehensive program evaluation instrument in SED to be used by administrators in assessing the overall plan and quality of their SED programs.

TABLE 8

NUMBER OF ITEMS PER CATEGORY AS DELINEATED IN PROGRAM INVENTORY

Category	No. of Items
Respondent and Program Information	17
Philosophy	11
Student Needs and Identification	19
Goals	10
Instructional Methods and Curriculum	11
Community Involvement	9
Program Design and Operation	22
Exit Procedures	13
Evaluation	13
TOTAL	125

Reliability

In an effort to obtain information concerning the reliability and validity of the data provided via the Program Inventory, two methods were developed and utilized: (a) ratings made by independent judges or evaluators, and (b) ratings performed by a two-person team during site visits to selected districts. Both processes are briefly described below.

State judge ratings. In order to obtain a standard against which to compare a district's responses on the Program Inventory, it was necessary to have each SED program independently rated. In most cases, an SEA representative served as this independent evaluator, or state judge, by completing an abbreviated form of the Program Inventory (State Judges' Inventory) for each district serving as a field site within his/her state. In essence, the state judges' ratings provide an indication of the degree to which a specific SED program is deemed to be well-conceptualized. These state judge ratings were compared with the districts' responses on the Program Inventory, as a measure of the instrument's reliability and validity.

Analysis of these ratings, using 15% of the State Judges' Inventories, has been completed yielding a measure of interrater agreement. Findings indicate that the state judges (as a group) were unable to respond to about 37% of the items on the inventory; however of those items which were rated, a 78% interrater agreement was achieved. Further attention will be given to interpreting these state judges' ratings, as some of the judges indicated they were somewhat unfamiliar with the specific program practices within the rated districts. This fact would affect the validity of their ratings, and tend to depress the overall accuracy of the interrater agreement.

Site visit ratings. In addition, reliability was determined though a series of five site visits to SED programs which had previously completed and returned the Program Inventory. Districts visited were in Arizona, Illinois, Kansas, Oregon and West Virginia.

Visits consisted of on-site interviews conducted by a project team member in conjunction with an outside consultant, and groups of various school personnel such as SED administrators, SED teachers, regular education administrators, regular education teachers, support personnel and representatives of outside agencies. The outside consultant was solicited from the state in which the program resides but who had no previous involvement with the Program Inventory. The intent of the interviews was to complete a Program Inventory based on the interviewees' responses and to compare these to the school district's earlier responses to the Program Inventory. Percentage agreement was computed for the five site visits using a total agreement coefficient. Mean reliability of the five site visits was 88.1% with a range from 85.3% to 90.2%. This high percentage of agreement between site visit ratings and the district's own responses suggest that the Program Inventory can reflect an accurate representation of a SED program's organization and practices.

Table 3

Percentage of School Districts Providing Types of Service
At Preschool Level

Types of Service	Percent
Consultative	46
Itinerant services	12
Resource room	14
Self-contained classroom	25
Separate self-contained day school	8
Alternative day school	5
Purchase of instructional service	11
Homebound teaching	13

n = 84

Table 4

Percentage of School Districts Providing Types of Service
At Elementary Level

Types of Service	Percent
Consultative	72
Itinerant services	32
Resource room	70
Self-contained classroom	79
Separate self-contained day school	25
Alternative day school	17
Purchase of instructional service	30
Homebound teaching	54

n = 143

Table 5

Percentage of School Districts Providing Types of Service at Secondary Level

Types of Service	Percent
Consultative	75
Itinerant services	35
Resource room	74
Self-contained classroom	73
Separate self-contained day school	36
Alternative day school	33
Purchase of instructional service	30
Homebound teaching	53

n = 141

Table 6

Percentage of School Districts Providing Types of Service at Young Adult Level

Types of Service	Percent
Consultative	12
Itinerant	6
Resource room	9
Self-contained classroom	9
Separate self-contained day school	5
Alternative day school	6
Purchase of instructional service	3
Homebound teaching	4

n = 27

TABLE 7

PERCENT OF SCHOOL DISTRICTS PROVIDING VARIOUS
TYPES OF ANCILLARY SERVICES FOR BD/SED STUDENTS

Types of Services	Available as part of BD/SED program	Contracted by BD/SED program
school guidance - counseling services	92	11
speech therapy	96	5
language therapy	88	3
occupational therapy	66	21
music therapy	13	3
art therapy	12	3
therapeutic camping	8	5
recreational therapy	13	5
physical therapy	66	24
social work services	63	16
driver's education	62	3
adaptive p.e.	77	6
job placement counseling	63	9
vocational counseling	71	7
school nursing services	82	4
community liaison services	52	9
psychiatric services	24	47
post - special education liaison services	23	11
other:	5	3

(n = 145 districts)